



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

2030 E. Cherry St., Cottonwood, AZ 86326

American Heritage Academy

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary Achievement Profile (a)

2004-05 Performing
2003-04 Performing
2002-03 Small School

(a) For additional information, please refer to Achievement Profiles Page near end of document.

High School Achievement Profile (a)

2004-05 Performing Plus
2003-04 N/A
2002-03 Small School

(a) For additional information, please refer to Achievement Profiles Page near end of document.

No Child Left Behind

Adequate Yearly Progress (b)

2004-05 Not Met
2003-04 Met
2002-03 Met

School Improvement Status (b)

2004-05 N/A
2003-04 N/A
2002-03 N/A

(b) For additional information, please refer to the AYP page in this report card.

School Overview

Principal/Administrator : Mr. Steve Anderson
Schedule : 07:30 AM to 05:00 PM
Grades : K-12
2005 Enrollment : 320
Web Address : www.americanheritageacademy.org
Phone Number : (928) 634-2144
Fax Number : (928) 634-9053
E-mail : amerher@yahoo.com

Mission

We promote America's founding principles through a (classical) liberal arts education, fostering personal greatness, community service, strong academic and leadership skills, while reaffirming hope in a caring environment.

School / Academic Goals

- ü Structured classical arts curriculum for college preparation. Concurrent enrollment in college courses offered. Music, art, drama, computer and sports. 28 Principles of Liberty and greatness, as well as Shakespeare are taught K-12.
- ü Program of leadership and statesmanship which challenges students with advanced learning and thinking skills. Community service, moral and positive character development is integral. Focus on Founding Fathers, heroes, positive role models.

Enrollment

October 1, 2004 School Year Student Enrollment : 299
Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
Number of Students Attending Under Open Enrollment in 2004-05 : 0

Instructional Programs

- Ü 4-day School Week-Fridays are 4 Families
- Ü Community Service Classes Required
- Ü Fine Arts: Art/Choir/Band/Drama
- Ü Conservative, Patriotic, Leadership
- Ü Classical Education
- Ü Shakespeare Festival
- Ü Leadership Training
- Ü After school Sports Program

Calendar Information

Number of Instruction Days :	147
Average Daily Instruction Time :	7 hours 20 minutes
First Day of School :	8/15/2005
Last Day of School :	5/29/2006

Shared Responsibilities

School

We assist parents by providing positive moral/behavioral values in an academic environment that supports, not supplants parents. Students become contributing citizens by learning standards and philosophies of our Founding Fathers, other great heroes and leaders, in a historic context.

Parents

Parent surveys are very important. We assist parents in their educational responsibilities. Parents are responsible for the education of their children. Parents provide transportation and food for students. Social services are not provided by A.H.A. Homework and teacher support through weekly progress reports assist parents and the school.

Transportation Policy

Parents provide their own transportation of students to the Academy. Carpooling is highly encouraged. There may be a shuttle bus available to the Camp Verde area.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
Ü Distinguished Community Service	2003
Ü Statesmanship, Government Simulation	2004
Ü State and Local Art Awards	2002
Ü Marching Band and Disneyland Choir Awards	2001

Arizona's Instrument to Measure Standards (AIMS) Results 2004-05 ³

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	19	19	79306	76	76	99	423	423	445	16	16	10	32	32	18	47	47	51	5	5	20
All Students (Prior Year)	19	19	75509	100	100	100	510	510	521	16	16	13	11	11	23	53	53	33	21	21	31
Female	14	14	38691	100	100	99	427	427	446	14	14	10	29	29	18	50	50	52	7	7	20
Male	NC	NC	40583	NC	NC	99	NC	NC	445	NC	NC	11	NC	NC	18	NC	NC	50	NC	NC	21
African American	NC	NC	4041	NC	NC	99	NC	NC	426	NC	NC	17	NC	NC	23	NC	NC	50	NC	NC	10
Hispanic	NC	NC	32869	NC	NC	99	NC	NC	429	NC	NC	15	NC	NC	25	NC	NC	51	NC	NC	10
Asian/Pacific Islander	--	--	1935	--	--	99	--	--	474	--	--	3	--	--	9	--	--	48	--	--	40
American Indian/Alaskan Native	--	--	4264	--	--	100	--	--	419	--	--	19	--	--	30	--	--	45	--	--	6
White	15	15	36197	75	75	99	426	426	463	20	20	5	20	20	11	53	53	53	7	7	31
Students with Disabilities	NC	NC	10321	NC	NC	100	NC	NC	389	NC	NC	30	NC	NC	27	NC	NC	34	NC	NC	9
Students without Disabilities	17	17	69060	68	68	98	430	430	454	6	6	7	35	35	17	53	53	54	6	6	22
Limited English Proficient Students	--	--	15509	--	--	100	--	--	406	--	--	20	--	--	30	--	--	45	--	--	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	--	--	39415	--	--	96	--	--	431	--	--	15	--	--	25	--	--	50	--	--	10
Non-Economically Disadvantaged	19	19	39966	90	90	100	423	423	459	16	16	6	32	32	12	47	47	52	5	5	30

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	18	18	79395	72	0	99	433	433	446	17	17	9	22	22	25	61	61	55	0	0	11
All Students (Prior Year)	19	19	75492	100	100	100	507	507	519	5	5	12	32	32	16	63	63	47	0	0	24
Female	13	13	38743	100	0	100	449	449	451	0	0	7	23	23	24	77	77	57	0	0	12
Male	NC	NC	40618	NC	NC	99	NC	NC	440	NC	NC	11	NC	NC	27	NC	NC	53	NC	NC	9
African American	NC	NC	4052	NC	NC	100	NC	NC	434	NC	NC	11	NC	NC	29	NC	NC	54	NC	NC	6
Hispanic	NC	NC	32915	NC	NC	99	NC	NC	426	NC	NC	15	NC	NC	35	NC	NC	47	NC	NC	4
Asian/Pacific Islander	--	--	1936	--	--	99	--	--	468	--	--	3	--	--	14	--	--	63	--	--	19
American Indian/Alaskan Native	--	--	4271	--	--	100	--	--	420	--	--	15	--	--	42	--	--	41	--	--	2
White	14	14	36221	70	0	99	432	432	465	21	21	4	14	14	15	64	64	63	0	0	17
Students with Disabilities	NC	NC	10331	NC	NC	100	NC	NC	388	NC	NC	25	NC	NC	37	NC	NC	34	NC	NC	4
Students without Disabilities	17	17	69139	68	0	99	437	437	454	12	12	7	24	24	24	65	65	58	0	0	11
Limited English Proficient Students	--	--	15545	--	--	100	--	--	399	--	--	21	--	--	42	--	--	35	--	--	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	--	--	39484	--	--	96	--	--	429	--	--	14	--	--	35	--	--	47	--	--	4
Non-Economically Disadvantaged	18	18	39986	86	0	100	433	433	461	17	17	4	22	22	16	61	61	63	0	0	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	18	18	78869	72	72	99	435	435	442	11	11	6	11	11	21	78	78	63	0	0	10
All Students (Prior Year)	19	19	75053	100	100	99	594	594	597	0	0	7	21	21	12	74	74	72	5	5	9
Female	13	13	38536	100	100	99	445	445	458	8	8	4	0	0	15	92	92	67	0	0	14
Male	NC	NC	40302	NC	NC	99	NC	NC	428	NC	NC	8	NC	NC	26	NC	NC	60	NC	NC	7
African American	NC	NC	4015	NC	NC	99	NC	NC	430	NC	NC	8	NC	NC	24	NC	NC	61	NC	NC	7
Hispanic	NC	NC	32606	NC	NC	98	NC	NC	426	NC	NC	8	NC	NC	27	NC	NC	60	NC	NC	5
Asian/Pacific Islander	--	--	1925	--	--	99	--	--	471	--	--	3	--	--	11	--	--	64	--	--	22
American Indian/Alaskan Native	--	--	4245	--	--	100	--	--	423	--	--	9	--	--	26	--	--	61	--	--	4
White	14	14	36078	70	70	99	441	441	459	7	7	4	14	14	16	79	79	66	0	0	14
Students with Disabilities	NC	NC	10246	NC	NC	100	NC	NC	367	NC	NC	18	NC	NC	39	NC	NC	40	NC	NC	4
Students without Disabilities	16	16	68697	64	64	98	452	452	454	6	6	4	6	6	18	88	88	67	0	0	11
Limited English Proficient Students	--	--	15339	--	--	100	--	--	399	--	--	11	--	--	31	--	--	54	--	--	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	--	--	39106	--	--	95	--	--	427	--	--	8	--	--	28	--	--	59	--	--	5
Non-Economically Disadvantaged	18	18	39837	86	86	100	435	435	457	11	11	4	11	11	14	78	78	67	0	0	15

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	21	21	78906	100	100	99	504	504	498	0	0	13	19	19	19	76	76	48	5	5	20
All Students (Prior Year)	19	19	76019	100	100	100	518	518	499	5	5	14	26	26	39	21	21	14	47	47	33
Female	NC	NC	38644	NC	NC	99	NC	NC	500	NC	NC	12	NC	NC	19	NC	NC	49	NC	NC	19
Male	13	13	40236	81	81	99	507	507	497	0	0	15	15	15	19	77	77	46	8	8	20
African American	NC	NC	4087	NC	NC	99	NC	NC	481	NC	NC	20	NC	NC	24	NC	NC	45	NC	NC	11
Hispanic	NC	NC	31938	NC	NC	99	NC	NC	481	NC	NC	19	NC	NC	25	NC	NC	46	NC	NC	10
Asian/Pacific Islander	--	--	1805	--	--	98	--	--	536	--	--	5	--	--	8	--	--	45	--	--	42
American Indian/Alaskan Native	--	--	4593	--	--	100	--	--	467	--	--	26	--	--	29	--	--	39	--	--	6
White	17	17	36483	100	100	99	506	506	517	0	0	7	12	12	13	82	82	51	6	6	30
Students with Disabilities	--	--	10664	--	--	100	--	--	430	--	--	42	--	--	27	--	--	26	--	--	5
Students without Disabilities	21	21	68310	100	100	98	504	504	509	0	0	9	19	19	18	76	76	51	5	5	22
Limited English Proficient Students	--	--	12573	--	--	100	--	--	454	--	--	27	--	--	30	--	--	38	--	--	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	NC	NC	38679	NC	NC	96	NC	NC	483	NC	NC	20	NC	NC	25	NC	NC	45	NC	NC	10
Non-Economically Disadvantaged	18	18	40295	95	95	100	497	497	513	0	0	7	22	22	13	78	78	50	0	0	30

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	21	21	78908	100	0	99	498	498	484	0	0	10	14	14	23	81	81	58	5	5	9
All Students (Prior Year)	19	19	76020	100	100	100	514	514	503	11	11	25	5	5	23	53	53	40	32	32	12
Female	NC	NC	38648	NC	NC	99	NC	NC	489	NC	NC	8	NC	NC	22	NC	NC	61	NC	NC	10
Male	13	13	40233	81	0	99	498	498	479	0	0	12	15	15	25	77	77	55	8	8	8
African American	NC	NC	4092	NC	NC	99	NC	NC	473	NC	NC	12	NC	NC	28	NC	NC	54	NC	NC	5
Hispanic	NC	NC	31940	NC	NC	99	NC	NC	465	NC	NC	16	NC	NC	32	NC	NC	49	NC	NC	3
Asian/Pacific Islander	--	--	1805	--	--	98	--	--	507	--	--	4	--	--	13	--	--	65	--	--	18
American Indian/Alaskan Native	--	--	4569	--	--	100	--	--	457	--	--	18	--	--	39	--	--	41	--	--	2
White	17	17	36502	100	0	99	498	498	502	0	0	4	12	12	14	88	88	67	0	0	15
Students with Disabilities	--	--	10665	--	--	100	--	--	423	--	--	30	--	--	36	--	--	31	--	--	2
Students without Disabilities	21	21	68312	100	0	98	498	498	493	0	0	7	14	14	21	81	81	62	5	5	10
Limited English Proficient Students	--	--	12556	--	--	100	--	--	436	--	--	24	--	--	40	--	--	35	--	--	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	NC	NC	38662	NC	NC	96	NC	NC	468	NC	NC	16	NC	NC	32	NC	NC	49	NC	NC	3
Non-Economically Disadvantaged	18	18	40315	95	0	100	498	498	498	0	0	5	17	17	15	78	78	66	6	6	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	21	21	78750	100	100	99	518	518	500	0	0	6	14	14	29	86	86	63	0	0	2
All Students (Prior Year)	19	19	75673	100	100	100	572	572	530	11	11	12	21	21	25	58	58	58	11	11	4
Female	NC	NC	38586	NC	NC	99	NC	NC	515	NC	NC	4	NC	NC	22	NC	NC	71	NC	NC	3
Male	13	13	40135	81	81	99	504	504	486	0	0	8	15	15	35	85	85	56	0	0	1
African American	NC	NC	4081	NC	NC	99	NC	NC	488	NC	NC	8	NC	NC	32	NC	NC	59	NC	NC	2
Hispanic	NC	NC	31841	NC	NC	99	NC	NC	483	NC	NC	8	NC	NC	36	NC	NC	55	NC	NC	1
Asian/Pacific Islander	--	--	1802	--	--	98	--	--	533	--	--	2	--	--	16	--	--	75	--	--	7
American Indian/Alaskan Native	--	--	4586	--	--	100	--	--	481	--	--	8	--	--	37	--	--	54	--	--	1
White	17	17	36440	100	100	99	518	518	516	0	0	3	18	18	22	82	82	71	0	0	4
Students with Disabilities	--	--	10622	--	--	100	--	--	415	--	--	21	--	--	50	--	--	28	--	--	1
Students without Disabilities	21	21	68196	100	100	98	518	518	513	0	0	3	14	14	25	86	86	69	0	0	3
Limited English Proficient Students	--	--	12504	--	--	100	--	--	451	--	--	12	--	--	44	--	--	43	--	--	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	NC	NC	38558	NC	NC	96	NC	NC	485	NC	NC	8	NC	NC	37	NC	NC	54	NC	NC	1
Non-Economically Disadvantaged	18	18	40260	95	95	100	518	518	514	0	0	3	17	17	21	83	83	72	0	0	4

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

8th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	36	36	78250	100	100	99	552	552	548	17	17	21	17	17	18	54	54	48	11	11	13
All Students (Prior Year)	35	35	75001	100	100	99	457	457	468	46	46	37	34	34	36	17	17	16	3	3	10
Female	14	14	38071	67	67	99	544	544	549	23	23	20	15	15	19	62	62	49	0	0	12
Male	22	22	40126	100	100	99	557	557	547	14	14	23	18	18	17	50	50	46	18	18	14
African American	--	--	4058	--	--	99	--	--	523	--	--	32	--	--	22	--	--	41	--	--	5
Hispanic	NC	NC	29129	NC	NC	99	NC	NC	527	NC	NC	32	NC	NC	23	NC	NC	40	NC	NC	6
Asian/Pacific Islander	NC	NC	1747	NC	NC	100	NC	NC	589	NC	NC	9	NC	NC	9	NC	NC	50	NC	NC	32
American Indian/Alaskan Native	NC	NC	4996	NC	NC	100	NC	NC	518	NC	NC	36	NC	NC	25	NC	NC	36	NC	NC	4
White	30	30	38320	100	100	99	554	554	568	17	17	12	17	17	14	55	55	55	10	10	19
Students with Disabilities	NC	NC	9329	NC	NC	100	NC	NC	454	NC	NC	64	NC	NC	18	NC	NC	16	NC	NC	2
Students without Disabilities	35	35	68996	100	100	99	555	555	561	15	15	16	18	18	18	56	56	52	12	12	14
Limited English Proficient Students	--	--	10133	--	--	100	--	--	488	--	--	45	--	--	25	--	--	28	--	--	2
Migrant Students	--	--	83	--	--	NA	--	--	520	--	--	39	--	--	28	--	--	30	--	--	4
Economically Disadvantaged	10	10	33388	100	100	94	578	578	530	11	11	32	11	11	22	56	56	40	22	22	5
Non-Economically Disadvantaged	26	26	44937	90	90	100	544	544	561	19	19	13	19	19	15	54	54	54	8	8	18

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	37	37	78302	100	0	99	515	515	512	9	9	11	17	17	25	74	74	57	0	0	7
All Students (Prior Year)	35	35	74918	100	100	99	500	500	497	37	37	32	11	11	19	40	40	35	11	11	15
Female	15	15	38082	71	0	99	505	505	518	15	15	8	15	15	24	69	69	61	0	0	7
Male	22	22	40166	100	0	99	521	521	507	5	5	14	18	18	26	77	77	54	0	0	6
African American	--	--	4064	--	--	100	--	--	498	--	--	14	--	--	29	--	--	54	--	--	3
Hispanic	NC	NC	29152	NC	NC	99	NC	NC	492	NC	NC	17	NC	NC	34	NC	NC	46	NC	NC	2
Asian/Pacific Islander	NC	NC	1746	NC	NC	100	NC	NC	542	NC	NC	5	NC	NC	13	NC	NC	66	NC	NC	16
American Indian/Alaskan Native	NC	NC	4993	NC	NC	100	NC	NC	484	NC	NC	19	NC	NC	38	NC	NC	42	NC	NC	1
White	31	31	38347	100	0	99	514	514	531	10	10	5	17	17	17	72	72	68	0	0	10
Students with Disabilities	NC	NC	9353	NC	NC	100	NC	NC	429	NC	NC	40	NC	NC	38	NC	NC	22	NC	NC	1
Students without Disabilities	36	36	69024	100	0	99	518	518	524	6	6	7	18	18	23	76	76	62	0	0	7
Limited English Proficient Students	--	--	10140	--	--	100	--	--	451	--	--	28	--	--	43	--	--	29	--	--	1
Migrant Students	--	--	83	--	--	NA	--	--	480	--	--	29	--	--	36	--	--	35	--	--	0
Economically Disadvantaged	11	11	33398	100	0	94	533	533	495	0	0	18	11	11	35	89	89	46	0	0	2
Non-Economically Disadvantaged	26	26	44979	90	0	100	509	509	525	12	12	6	19	19	18	69	69	66	0	0	10

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	37	37	78094	100	100	99	547	547	545	3	3	3	20	20	18	77	77	77	0	0	2
All Students (Prior Year)	35	35	74503	100	100	99	510	510	491	3	3	9	31	31	32	60	60	51	6	6	8
Female	15	15	38025	71	71	99	562	562	558	0	0	2	15	15	13	85	85	82	0	0	2
Male	22	22	40013	100	100	99	538	538	534	5	5	5	23	23	23	73	73	71	0	0	1
African American	--	--	4037	--	--	99	--	--	532	--	--	4	--	--	22	--	--	73	--	--	1
Hispanic	NC	NC	29068	NC	NC	99	NC	NC	523	NC	NC	5	NC	NC	27	NC	NC	67	NC	NC	1
Asian/Pacific Islander	NC	NC	1743	NC	NC	100	NC	NC	577	NC	NC	2	NC	NC	9	NC	NC	82	NC	NC	8
American Indian/Alaskan Native	NC	NC	4981	NC	NC	100	NC	NC	526	NC	NC	4	NC	NC	25	NC	NC	70	NC	NC	0
White	31	31	38265	100	100	99	543	543	564	3	3	2	21	21	11	76	76	84	0	0	3
Students with Disabilities	NC	NC	9275	NC	NC	100	NC	NC	444	NC	NC	14	NC	NC	46	NC	NC	39	NC	NC	1
Students without Disabilities	36	36	68892	100	100	98	550	550	559	3	3	2	18	18	14	79	79	82	0	0	2
Limited English Proficient Students	--	--	10084	--	--	100	--	--	474	--	--	10	--	--	39	--	--	50	--	--	1
Migrant Students	--	--	81	--	--	NA	--	--	504	--	--	12	--	--	27	--	--	60	--	--	0
Economically Disadvantaged	11	11	33296	100	100	94	582	582	527	0	0	5	11	11	27	89	89	67	0	0	0
Non-Economically Disadvantaged	26	26	44871	90	90	100	534	534	559	4	4	2	23	23	12	73	73	84	0	0	3

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

10th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	19	19	69846	54	54	100	702	702	699	6	6	21	24	24	11	65	65	49	6	6	18
All Students (Prior Year)	17	17	65934	94	94	100	478	478	492	53	53	43	35	35	18	6	6	24	6	6	15
Female	11	11	34328	69	69	99	694	694	702	11	11	19	33	33	12	56	56	51	0	0	18
Male	NC	NC	35509	NC	NC	100	NC	NC	696	NC	NC	23	NC	NC	11	NC	NC	48	NC	NC	18
African American	--	--	3535	--	--	100	--	--	677	--	--	31	--	--	15	--	--	46	--	--	8
Hispanic	NC	NC	23363	NC	NC	100	NC	NC	680	NC	NC	32	NC	NC	16	NC	NC	45	NC	NC	7
Asian/Pacific Islander	NC	NC	1742	NC	NC	99	NC	NC	733	NC	NC	8	NC	NC	7	NC	NC	46	NC	NC	38
American Indian/Alaskan Native	NC	NC	4785	NC	NC	100	NC	NC	671	NC	NC	39	NC	NC	17	NC	NC	39	NC	NC	5
White	16	16	36421	52	52	99	703	703	714	7	7	12	21	21	8	64	64	54	7	7	26
Students with Disabilities	--	--	7690	--	--	100	--	--	593	--	--	64	--	--	14	--	--	21	--	--	2
Students without Disabilities	19	19	62220	54	54	99	702	702	712	6	6	16	24	24	11	65	65	53	6	6	20
Limited English Proficient Students	--	--	5834	--	--	100	--	--	612	--	--	46	--	--	20	--	--	31	--	--	3
Migrant Students	--	--	117	--	--	NA	--	--	677	--	--	44	--	--	18	--	--	35	--	--	3
Economically Disadvantaged	NC	NC	21421	NC	NC	92	NC	NC	686	NC	NC	35	NC	NC	15	NC	NC	43	NC	NC	7
Non-Economically Disadvantaged	14	14	48489	47	47	100	694	694	704	8	8	15	25	25	10	67	67	52	0	0	23

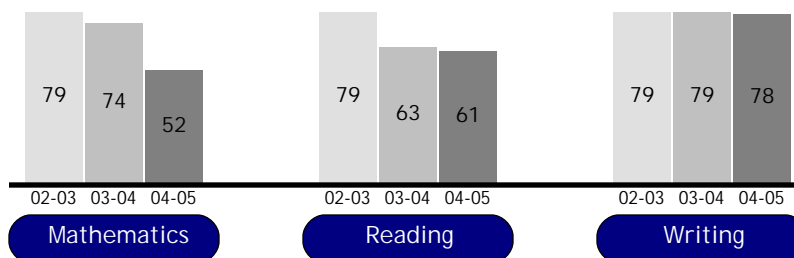
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	19	19	71311	53	53	100	725	725	694	0	0	7	0	0	21	88	88	63	12	12	9
All Students (Prior Year)	17	17	68162	94	94	100	522	522	509	12	12	18	6	6	24	71	71	51	12	12	8
Female	11	11	34899	65	65	100	731	731	700	0	0	5	0	0	19	89	89	66	11	11	10
Male	NC	NC	36430	NC	NC	100	NC	NC	688	NC	NC	9	NC	NC	22	NC	NC	61	NC	NC	8
African American	--	--	3573	--	--	100	--	--	676	--	--	9	--	--	26	--	--	60	--	--	4
Hispanic	NC	NC	24056	NC	NC	100	NC	NC	672	NC	NC	13	NC	NC	31	NC	NC	53	NC	NC	3
Asian/Pacific Islander	NC	NC	1731	NC	NC	98	NC	NC	717	NC	NC	3	NC	NC	13	NC	NC	68	NC	NC	16
American Indian/Alaskan Native	NC	NC	5110	NC	NC	100	NC	NC	661	NC	NC	14	NC	NC	38	NC	NC	46	NC	NC	2
White	16	16	36841	50	50	99	726	726	713	0	0	3	0	0	12	86	86	72	14	14	13
Students with Disabilities	--	--	8021	--	--	100	--	--	590	--	--	27	--	--	42	--	--	29	--	--	1
Students without Disabilities	19	19	63379	53	53	100	725	725	707	0	0	5	0	0	18	88	88	68	12	12	10
Limited English Proficient Students	--	--	6402	--	--	100	--	--	596	--	--	25	--	--	44	--	--	30	--	--	1
Migrant Students	--	--	548	--	--	NA	--	--	659	--	--	26	--	--	36	--	--	38	--	--	0
Economically Disadvantaged	NC	NC	22243	NC	NC	93	NC	NC	677	NC	NC	14	NC	NC	32	NC	NC	51	NC	NC	3
Non-Economically Disadvantaged	14	14	49157	45	45	100	727	727	702	0	0	4	0	0	16	83	83	69	17	17	11

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	19	19	70868	53	53	100	710	710	688	0	0	5	18	18	23	76	76	63	6	6	9
All Students (Prior Year)	18	18	67629	100	100	100	507	507	524	33	33	22	22	22	16	44	44	59	0	0	3
Female	11	11	34710	65	65	99	719	719	697	0	0	3	11	11	19	78	78	66	11	11	12
Male	NC	NC	36176	NC	NC	100	NC	NC	678	NC	NC	7	NC	NC	27	NC	NC	59	NC	NC	7
African American	--	--	3557	--	--	99	--	--	675	--	--	7	--	--	25	--	--	62	--	--	6
Hispanic	NC	NC	23868	NC	NC	100	NC	NC	670	NC	NC	9	NC	NC	33	NC	NC	55	NC	NC	4
Asian/Pacific Islander	NC	NC	1732	NC	NC	98	NC	NC	713	NC	NC	2	NC	NC	12	NC	NC	64	NC	NC	22
American Indian/Alaskan Native	NC	NC	5001	NC	NC	100	NC	NC	661	NC	NC	9	NC	NC	41	NC	NC	48	NC	NC	2
White	16	16	36710	50	50	99	711	711	702	0	0	2	14	14	15	79	79	69	7	7	13
Students with Disabilities	--	--	7900	--	--	100	--	--	580	--	--	22	--	--	49	--	--	28	--	--	1
Students without Disabilities	19	19	63054	53	53	99	710	710	701	0	0	3	18	18	20	76	76	67	6	6	10
Limited English Proficient Students	--	--	6308	--	--	100	--	--	591	--	--	19	--	--	47	--	--	33	--	--	1
Migrant Students	--	--	540	--	--	NA	--	--	658	--	--	16	--	--	42	--	--	41	--	--	1
Economically Disadvantaged	NC	NC	21994	NC	NC	92	NC	NC	673	NC	NC	10	NC	NC	36	NC	NC	52	NC	NC	3
Non-Economically Disadvantaged	14	14	48960	45	45	100	714	714	694	0	0	3	8	8	18	83	83	67	8	8	12

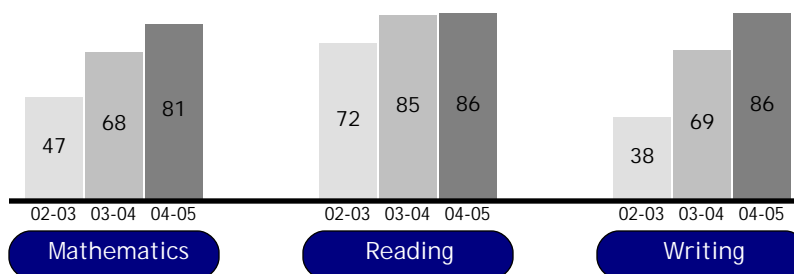
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

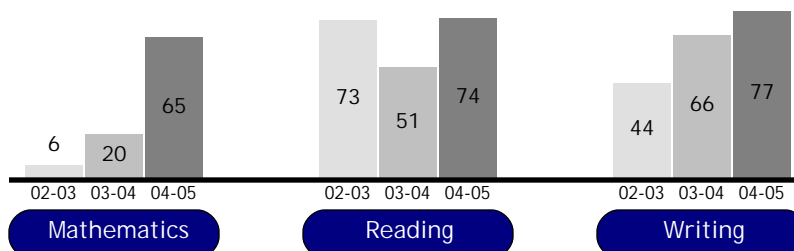
3rd Grade Proficiency



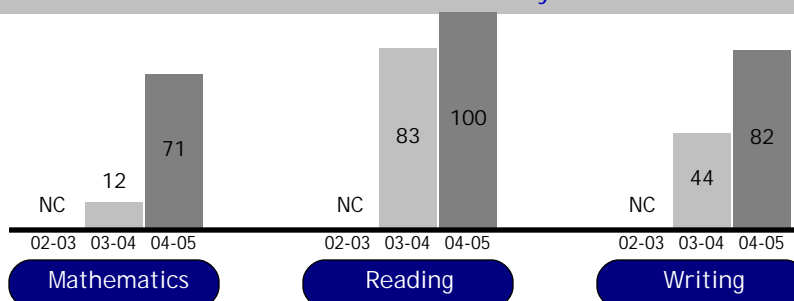
5th Grade Proficiency



8th Grade Proficiency



10th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	N
	Met Test Objectives?	Y
	Met Attendance Rate?	Not Evaluated
	Met Graduation Rate?	Y
	Made AYP?	No

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2002-2003 (SAT9)				2003-2004 (SAT9)				2004-2005 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	90	76	76	50	91	75	NA	58	100	71	71	47
	Language	90	73	73	43	91	88	88	50	100	78	78	47
	Mathematics	90	83	83	57	91	87	87	64	100	83	83	50
3	Reading	95	51	51	47	100	42	NA	55	82	44	44	44
	Language	100	49	49	54	100	39	39	61	82	44	44	44
	Mathematics	100	56	56	54	100	67	67	61	86	43	43	51
4	Reading	100	64	64	52	95	63	NA	56	100	49	49	48
	Language	100	49	49	48	95	52	52	52	100	45	45	49
	Mathematics	100	64	64	57	95	63	63	61	100	52	52	53
5	Reading	95	63	63	50	100	75	NA	55	100	64	64	50
	Language	100	37	37	46	100	57	57	49	100	61	61	50
	Mathematics	100	63	63	57	100	72	72	63	100	61	61	49
6	Reading	100	58	58	53	100	66	NA	56	100	65	65	51
	Language	100	51	51	45	100	55	55	48	100	55	55	47
	Mathematics	100	76	76	62	100	70	70	66	100	68	68	52
7	Reading	100	61	61	51	95	55	NA	54	100	62	62	50
	Language	100	61	61	54	97	54	54	58	100	60	60	52
	Mathematics	100	59	59	58	97	64	64	62	100	53	53	50
8	Reading	100	66	66	53	97	59	NA	55	100	51	51	51
	Language	100	59	59	49	100	54	54	52	100	54	54	50
	Mathematics	100	57	57	58	100	64	64	61	97	57	57	53
9	Reading	100	63	63	41	94	66	NA	42	100	65	65	51
	Language	100	61	61	42	94	63	63	42	100	64	64	50
	Mathematics	100	75	75	60	94	61	61	63	100	60	60	50

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

School Site Council

Council Composition

1 School Administrator(s)
 0 Non-certified Employee(s)
 0 Teacher(s)
 10 Parent(s)
 0 Community Member(s)
 0 Student(s)

Council Duties

Ü Uniforms and Dress Standards Required
 Ü Educational Tours, Field Trip Experience
 Ü Scholarships/Contributions
 Ü Transportation, dance chaparones
 Ü Extracurricular/Health/Art Activities
 Ü Graduation Night and Activities

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	18.00
Other Professional Staff	.00	Teacher Aide	3.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	3	1	0	0
4 to 6 years	5	1	0	0
7 to 9 years	2	0	1	0
10 or more years	0	4	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	22
Teachers with Emergency Certificaton.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Hightly Qualified Teachers	9%

Resources Available at School Site

Special Facilities

Ü Montecello Style Facility-Gym-Stage	Ü Art Room, Ceramics. Library
Ü Computer Lab and Tiled Science Lab	Ü Separate Music Room, Patio, Fountain

Extracurricular Activities

Ü Community Service - Home Economics	Ü 6th Grade Archery
Ü Band, Choir/Drama Productions - Art	Ü Community College Classes Integrated
Ü Sports: Volleyball/Basketball/Soccer	Ü Robotics partnership with other schools
Ü Mexico Marine Biology, Geology Studies	

Social Services

Ü Service to YARC--Adult Mentally Disabled	Ü All Other Social Services Referred Out
Ü Service to Old Town Mission/Food Bank	
Ü Service to Local Nursing Homes	
Ü Community Service	

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü Annual Health and Art Days, where students expand their knowledge in the health and arts. Drama and musical productions twice a year. Annual Shakespeare Festival. Winners in several art contests. Fall Family Festival
- ü Collegiate Statesmen Invitational at George Wythe College. (Help rewrite Iraq Constitution). Government Simulation program. Mock Constitutional Convention in 7-8 classes.
- ü Shared 1st place International 'FIRST' 2004 Robotics competition representing the Verde Valley/Arizona.
'Directors,'TeamWork 'and
'Sportsmanship' awards for Verde Valley Legos Club, Mars Mission competition
- ü Cheerleaders placed 2nd in Christmas parade. School placed 2nd in 'Civic' Entry float. After school sports league included co-ed Soccer, Girls-Boys Basketball, Cross Country, Girls Volleyball.

Student Activity Rates for School Year 2004-05

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	94	95	94	95
Transfers Out Rates ⁵	9	12	12	17
Transfers In Rate ⁶	7	28	28	37
Stability Rate ⁷	90	87	87	82
Promotion Rate ⁸	96	96	95	81
Retention Rate ⁹	0	1	1	3
Dropout Rate ¹⁰	1	0	1	6
Status Unknown ¹¹	0	0	1	4
Graduation Rate ¹²	100	NA	NA	79

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

Zero tolerance of law breakers. Use of alcohol, tobacco, drugs, sexual issues, or other illegal activity, on or off campus, is grounds for expulsion. Expelled students are not accepted. Class disruptions are not tolerated. High expectations of behavior and academic standards. Uniform dress code required and enforced.

Total number of incidents that occurred on the school grounds for school year 2004-05 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

0

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Elected annually as part of Parent Council	(928) 634-2144
Transportation Policy	Kathy Thompson--S. Anderson	(928) 634-2144
Community Resources	Parents Anonymous, Hula Dance, Home School activities	(928) 634-2144
School Nutrition Programs	NONE-students bring own lunch. student store.	
Parent Organization	To be elected annually	(928) 634-2144
Student Health/Nurse	local paramedics	(928) 634-2144

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Transfers Out: the rate at which students transfer out of a particular school relative to the school's original enrollment for a given school year.

6 Transfers In: the rate at which students transfer into a particular school relative to the school's original enrollment for a given school year.

7 Stability (s): the rate at which students starting the year at a particular school remain enrolled in that particular school until the end of a given school year.

8 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

9 Retention Rate: Percentage of students retained at the end of the 2004-05 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2004-05 school year, to include activity during the summer of 2004. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate. For more information on the dropout rate study see our website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

11 Annual Status Unknown: Percentage of students unaccounted for by any method during the 2004-05 school year. Annual status unknown students are not necessarily dropouts. For more information on status unknown, see our dropout rate study website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

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** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

** Due to booklet size printing, print copies are produced in multiples of 4.